

Indiana Standards Addressed in These Lessons

3rd Grade Social Studies Standards

- 3.1.7 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
- 3.2.2 Identify fundamental democratic principles and ideals.
- 3.2.5 Explain the importance of being a good citizen* of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship*.

Example: Being respectful, trustworthy, practicing tolerance and working with others to solve problems.

* citizen: a member of a community, state, or nation

* citizenship: the act of practicing one's rights and responsibilities as a member of a community, state, or nation

- 3.2.6 Explain the role citizens have in making decisions and rules within the community, state, and nation.

Example: Participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.

3rd Grade Language Arts Standards

- 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.
- 3.2.3 Show understanding by identifying answers in the text.
- 3.3.4 Determine the theme or author's message in fiction and nonfiction text.
- 3.4.6 Review, evaluate, and revise writing for meaning and clarity.
- 3.5.7 Write responses to literature that:
- demonstrate an understanding of what is read.
 - support statements with evidence from the text.
- 3.7.3 Answer questions completely and appropriately.
- 3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

4th Grade Social Studies Standards

- 4.1.16 Distinguish fact from opinion and fact from fiction in historical documents and other information resources* and identify the central question each narrative addresses.

Example: Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials, and writings found in digitalized collections of local and state libraries, museums, and historic sites.

* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

- 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana’s *Bill of Rights (Indiana Constitution Article I)*.
- 4.2.5 Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
- 4.2.6 Define and provide examples of civic virtues* in a democracy.

* civic virtue: a character trait that is deemed important for the success of a community

4th Grade Language Arts Standards

- 4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.
- 4.2.3 Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.
- 4.2.9 Recognize main ideas and supporting details presented in expository texts (information).
- 4.4.5 Quote or paraphrase information sources, citing them appropriately.
- 4.5.2 Write responses to literature that:
- demonstrate an understanding of a literary work.
 - support statements with evidence from the text.

Example: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness, and commitment to the common good

5th Grade Social Studies Standards

- 5.1.19 Using primary* and secondary sources* to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

Example: Issues regarding quartering of troops, separation from Britain, slavery, and the controversy over the presidential election of 1800

* primary resource: a document, book, speech, etc... created during the time of study. Actual records that have survived from the past

* secondary resource: sources created by people writing about events at some time after they have taken place

- 5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.

Example: Union*, popular sovereignty*, republican government* (representative government), constitutional government* (constitutionalism), federal government (national government), federalism*, and individual rights*

* union: an alliance of citizens, colonies, states, or other entities for mutual interest or benefit

* popular sovereignty: government by consent of the governed who are the source of all authority in their government

* republican government: type of government in which power is exercised by representatives chosen by the people

* constitutional government: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power

* federalism: type of government in which power is divided between a federal or national government and the states, such as the states of the United States

* individual rights: personal, political, and economic rights possessed equally by each person

- 5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.

Example: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely, and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure

- 5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation. (Individuals, Society and Culture)

- 5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

5th Grade Language Arts Standards

- 5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.
- 5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.
- 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.
- 5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.
- 5.5.2 Write responses to literature that:
 - demonstrate an understanding of a literary work.
 - support statements with evidence from the text.
 - develop interpretations that exhibit careful reading and understanding.